
You**Tube** EVERYDAY MAKE-UP VLOGS: A RHETORICAL MOVE ANALYSIS

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OVERVIEW

- 1) Introduction and Background of the Study
- 2) General Theoretical Framework
- 3) Methodology
- 4) Findings and Discussion
- 5) Conclusion





WHAT THIS STUDY IS ABOUT

An exploratory study to examine the rhetorical organization or macrostructure of English everyday make-up routine tutorial vlogs and the frequency of the moves.

INTRODUCTION

Increasing trend of beauty vlogs in the form of make-up tutorials by '**gurus**' or experts (Riboni, 2017).

"**Digital professions**" - "vloggers create and market profitable channels, offering an informal learning environment which has given rise to an emerging professional genre of 'how-to-tutorials'" (Bhatia, 2017, p. 106).

Such user-generated tutorial videos also have **pedagogic potential for technical communication students** to learn to make videos as students "usually turn to YouTube to fill their own learning gaps" (Morain and Swarts, 2012, p. 6).

According to Vesnic-Alujevic & van Bauwel (2014), vlogs serve four **communicative purposes** - i.e. to inform, to interact, to engage and to mobilize.

These functions are consistent with **promotional genres**, which includes the make up tutorial genre (Riboni, 2017).

WHAT IS GENRE IN ESP?

The notion of genre and its communicative purpose lead to studies on genre analysis as a research tool.



Genre analysis under the domain of English for Specific Purposes (ESP)



Swales (1990, 2004) pioneered the field with his CARS models to study research article introductions.



Bhatia (1993) extended the area to address genre as a professional communication e.g. promotional genre of business letters (Flowerdew & Wan 2010).